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ABSTRACT

Faced with increased exposure to violence, a number of choices, and a deterioration of support systems, many students feel powerless. Students need help dealing with these issues within the context of society. Recent developments in K-12 school guidance and counseling argue for the establishment of comprehensive, developmental counseling and guidance programs as the most effective means of organizing the work of school counselors. These guidance programs are proactive service delivery models to foster attainment of developmentally appropriate skills and competencies in support of higher academic student achievement. This paper documents the development of a guidance program evaluation infrastructure in the Washington State Yakima School District. It discusses the development of specific evaluation components central to the guidance program. Among the lessons learned from program implementation are that most school counselors do not receive program evaluation training during their pre-service education; and principals must be informed about both the benefits of evaluating the guidance programs before the program begins and how much time this will take from the counselor. The paper also includes a timeline for implementation of the program, program goals, comparison data with national standards for school counseling programs, bylaws for advisory council, and a list of evaluation activities. (JDM)

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YAKIMA SCHOOL DISTRICT

COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

WSCA Spring Conference Handout

March, 2000

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Developmental Guidance & Counseling Program Elements

Program Content

Curriculum Strands

√ Self-Knowledge & Interpersonal Skills

√ Educational & Vocational Development

√ Life Career Planning

Program Structure, Processes & Time

Structural Components

√ Philosophy, Beliefs, & Assumptions

Facilities

√ Coordinating Committee

√ Resources

√ Staffing Pattern

√ Budget

Program Components & Sample Processes

Guidance Curriculum
- Structured Groups
- Classroom Presentations

Individual Planning
- Advisement
- Assessment
- Placement & Follow-up

Responsive Services
- Individual Counseling
- Small Group Counseling
- Consultation
- Referral

System Support
- Management Activities
- Consultation
- √ Evaluation model
- Community Outreach
- Public Relations

Program Resources

Resources

Human
- Counselors
- Teachers
- Administrators
- Parents
- Students
- Comm. Pers.
- Bus. & Labor
- Personnel

Political
- Policies
- Rules
- Laws

Yakima School District

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√ = in place or nearly completed

Chart is a refinement of one taken from: **Developing and Managing Your School Guidance Program**. N.C. Gysbers & P. Henderson, ACA Publications, 1988.

YAKIMA SCHOOL DISTRICT

Comprehensive Counseling and Guidance Program

INTRODUCTION

Faced with an increased exposure to violence, an overwhelming number of choices, and a deterioration of support systems, many students often feel powerless. Students need help in dealing with these issues, not at the expense of society, but within the context of society. Their feelings of control over personal environment and destiny and their relations with others and institutions are of primary importance in counseling and guidance programs. Each student needs to be viewed as a whole person who functions with the family, school and community. A continuous, comprehensive K-12 counseling and guidance program can support optimal human growth and development for students.

To meet the needs of students, Yakima School District counselors have developed a comprehensive and coordinated K-12 counseling and guidance program. Recent activities have included elementary and secondary needs assessments and program evaluation. As an outgrowth of these activities and consultant recommendations, the Gysbers' Comprehensive Guidance Program was selected as a program foundation. Adaptation of this program complements the Outcomes Driven Developmental Model (ODDM) process adopted by the school district.

Originally produced in draft form (August 1996) in an effort to communicate to building staffs, parents and community, the outlined counseling and guidance program is designed to be experienced by ALL students in our K-12 system.

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YAKIMA SCHOOL DISTRICT

Counseling and Guidance Programs

Assumptions

The Counseling and Guidance Program:

- helps develop the individuality of students and nurtures respect for the diversity in all people.
- helps students function effectively within the family, school, and community.
- serves academic and language abilities needs of all students
- assists students in their social/emotional, career, and educational development.
- provides consultation and coordination services to teachers, parents, administrators and community representatives.
- provides developmental, as well as preventive, responsive, and remedial services.
- is both an integral part, as well as an independent component, of the total educational program.
- refines itself through systematic planning, designing, implementing, and evaluating.

(Reference: Gysbers & Henderson, Developing & Managing Your School Guidance Program, 1988)

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Yakima Public Schools
Comprehensive Counseling and Guidance Plan
Timeline for Implementation*

Task	Who	When	Completion
Identify Coordinator	C&G advisory council/co-chairs	6/98	8/98
Organize Fall, 98 Inservice	Twyla, Marcia, Mike, Jerry, Norm & Becky Scholl	Summer, 98	8/98
Establish Initial tasks for Advisory Council	Co-chairs, summer planning team & Management Rep	Now	11/98
Establish calendar for Advisory Council	Advisory Council	1st meeting	1st meeting
Needs Assessment	Trevisan, Evaluation Action Team	Fall, 98	12/98
Scope & Sequence of Curriculum	All counselors	on-going, 98-99	6/99
In service of management team	C&G advisory council & team leaders	Jan. or Feb. meeting	2/99
Initiate Evaluation process	All counselors	Spring, 99	6/99
Create a K-14 vision	C&G advisory council	98-99	6/99
Identify areas of need for professional growth	all counselors	ongoing	6/99
Set calendar for K-14 counselors meetings	all counselors	August meeting	8/98
Optimize resources	C&G advisory council	ongoing	*6/99
Find grant opportunities	Marcia Z., Steve Zuber, (?), Craig Olden, & resource action team	9/98	*3/99
Prioritize activities according to needs	levels teams	1/99	*3/99
Articulate current practice with curriculum plan	levels teams	1/99	*3/99
Time & Task analysis	all counselors	2/99	*6/99
Implement evaluation process	all counselors	8/99	*6/00
Establish site-based councils	all counselors	8/99	*6/00
Establish Public Relations process	C&G advisory council & team leaders, designated PR Facilitator	9/99	*6/00
Design ways to implement high need programs	levels teams	9/99	*6/00
In-service teaching staff	levels teams, & site based teams	10/99	*9/00

Data collection	all counselors & levels teams	9/99	6/00
Focus on increasing number of elementary staff	C&G advisory council	3/99	*8/00
Expand community collaboration	C&G advisory council	9/99	*6/00
Write grants	C&G advisory council action team & district manager	10/99	*6/00
In-service support staff	levels teams	10/99	*4/00
Finalize Evaluation process	all counselors	on going	*6/01
Document evidence of educational & career plan for each student	all counselors	9/00	*6/01
Select and implement high needs areas not yet served	levels teams	9/00	*6/01
Evaluate progress toward vision	all counselor, C&G advisor council	3/01	*6/01

- **Developed at OSPI conference of June, 1998 at YVCC. Yakima's team included Doug Cheatom, Garry Gibbons, Mike Hubert, Craig Olden, Twyla Ostrander, Katie Tait, Norm Walker, and Marcia Zack.**

*** = will need to be revised and adjusted to accommodate for the 1998 levy failure and program cuts**

YAKIMA SCHOOL DISTRICT

Comprehensive Counseling and Guidance

PROGRAM GOALS
Organized with District Exit Outcomes

1. Students will possess knowledge and the ability to think at all levels.

    1.1 Students will be aware of the unique personal characteristics of themselves and all others.

2. Students will have positive self-esteem.

    2.1 Students will develop and incorporate personal skills that will lead to optimal physical and mental health.

    2.2 Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

3. Students will be self-directed lifelong learners.

    3.1 Students will develop and incorporate an ability to assume responsibility for themselves and to manage their environment.

    3.2 Students will develop and use skills that lead to an effective role as a learner.

    3.3 Students will develop and incorporate skill in clarifying values, expanding interests and capabilities, and evaluating progress toward goals.

4. Students will exercise responsible citizenship and concern for others.

    4.1 Students will develop and use an understanding of the legal and economic principles and practices that lead to responsible daily living.

    4.2 Students will develop a sensitivity for life styles, life roles, settings, and events.

    4.3 Students will develop an understanding of how stereotypes affect career identity and choice.

    4.4 Students will develop and incorporate an understanding of what a producer is and that producers have rights and responsibilities.

5. Use process skills of problem-solving, communication, decision-making and accountability.

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5.1 Students will develop and incorporate listening and expressive skills that allow for involvement with others in problem-solving and helping relationships.

5.2 Students will develop and use the ability to express futuristic concerns and the ability to imagine themselves in these situations.

5.3 Students will develop and incorporate an understanding of how attitudes and values affect decisions, actions, and life styles.

5.4 Students will develop and incorporate an understanding of the decision-making process and how the decisions they make are influenced by previous decisions made by themselves and others.

5.5 Students will develop and incorporate the skills needed to generate decision-making alternatives, gather necessary information, and assess the risks and consequences of alternatives.

Yakima School District Counseling & Guidance

Standards Comparison

Standards Comparison
The National Standards for School Counseling Programs (ASCA) (NTSCP
Washington State Guidelines for Comprehensive Counseling and Guidance (WSGCCG)
Yakima School District Exit Outcomes (YSD)

NTSCP Standards	Code	WSCCG Standards	Code	YSD Standards	Code
Academic Development Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college. Students will understand the relationship of academics to the world of work, and to life at home and in the community.	A B C	Develop an educational plan. Understand self as a learner. Demonstrate responsibility as a learner. Demonstrate effective study habits. Demonstrate decision-making skills.		Students will develop and use skills and study habits that lead to being an effective learner. Students will develop and use an understanding of the legal and economic principles and practices that lead to responsible daily living. Students will develop and incorporate the skills needed to generate decision-making alternatives, gather necessary information, and assess the risks and consequences of alternatives. Students will develop and incorporate an understanding of the decision-making process and how decisions they make are influenced by previous decisions made by themselves and others. Students will develop and incorporate skill in self-evaluating their progress toward expanding interests, capabilities and goals. Students will develop and incorporate an understanding of what a productive member of society is and that they have rights and responsibilities.	1.1 4.1 5.3 5.4 3.3 4.4

Standards Comparison
The National Standards for School Counseling Programs (ASCA) (NTSCP
Washington State Guidelines for Comprehensive Counseling and Guidance (WSGCCG)
Yakima School District Exit Outcomes (YSD)

NTSCP Standards	Code	WSCCG Standards	Code	YSD Standards	Code
Career Development Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	A	Identify and use career and vocational information and opportunities.		Students will develop and use the ability to express futuristic concerns and the ability to imagine themselves in these situations.	5.5 3.5
Students will employ strategies to achieve future career success and satisfaction.	B	Demonstrate the skills necessary to obtain, maintain, change and create new employment opportunities.		Students will develop skills to achieve future career success and satisfaction.	3.4
Students understand the relationship between personal qualities, education and training, and the world of work.	C	Demonstrate career planning and career management skills.		Students will develop and incorporate skills in self-evaluating their progress toward expanding career development.	

Standards Comparison
The National Standards for School Counseling Programs (ASCA) (NTSCP
Washington State Guidelines for Comprehensive Counseling and Guidance (WSGCCG)
Yakima School District Exit Outcomes (YSD)

NTSCP Standards	Code	WSCCG Standards	Code	YSD Standards	Code
Personal/Social Development Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	A	Acquire and demonstrate self-awareness and self-acceptance. Identify and handle feelings appropriately.		Students will be aware of and report the unique personal characteristics of themselves and all others. Students will develop and incorporate personal/social skills that will lead to optimal health and safety.	1.1 2.1 2.2
Students will make decisions, set goals and take necessary action to achieve goals. Students will understand safety and survival skills.	B C	Acquire and demonstrate self-management and responsibility for behavior. Understand and appreciate diversity. Get along with others. Have effective conversation and listening skills. Work cooperatively with others in a variety of group situations. Utilize appropriate conflict resolution strategies.		Students will develop and incorporate the ability to maintain positive relationships with peers and adults. Students will develop and incorporate an ability to assume responsibility for themselves. Students will develop a sensitivity for life styles, life roles, settings, and events. Students will develop an understanding of how stereotypes affect themselves and others. Students will develop and use an understanding of the legal and economic principles and practices that lead to responsible daily living.	3.1 4.2 4.3 4.1

revised 11/17/97

Standards Comparison
The National Standards for School Counseling Programs (ASCA) (NTSCP
Washington State Guidelines for Comprehensive Counseling and Guidance (WSGCCG)
Yakima School District Exit Outcomes (YSD)

NTSCP Standards	Code	WSCCG Standards	Code	YSD Standards	Code
				Students will develop and incorporate an understanding of what a productive member of society is and that they have rights and responsibilities.	4.4
				Students will develop and incorporate listening and expressive skills that allow for involvement with others in problem-solving and helping relationships.	5.1
				Students will develop and incorporate an understanding of how attitudes and values affect decisions, actions, and life styles.	5.2
				Students will develop and incorporate the skills needed to generate decision-making alternatives, gather necessary information, and assess the risks and consequences of alternatives.	5.3

Yakima School District Counseling & Guidance Advisory Council

COUNSELING AND GUIDANCE ADVISORY COUNCIL

BYLAWS

ARTICLE I

MEMBERS

SECTION 1. COMPOSITION OF THE ADVISORY COUNCIL

The Advisory Council shall be composed of the following:

1. Four counselors (one from high school, middle school, elementary and alternative levels).

2. Four guidance staff (one home school liaison, one middle school guidance, and one high school guidance specialist).

3. Three teachers (one from each level).

4. Three district administrators (Special Education, Vocational Education, and Basic Education).

5. Three community representatives (e.g. business, industry, media, etc.).

6. Three parents (one from each level).

7. Two social services reps (e.g. mental health agency, CPS, substance abuse agency, clergy, law enforcement).

8. Three counselor director, manager, and coordinator.

SECTION 2. SELECTION OF MEMBERS

Members will be chosen by their representative groups for: parent-PTSA, teacher- YEA; counselor-level counselor groups; guidance specialist/home school liaison/vocational placement specialist-by guidance specialists/home school liaisons/vocational placement specialists; district administrator-by position; community representatives and social service representatives-by Counselor Coordinating Committee.

SECTION 3. TERM OF OFFICE

Advisory council members shall serve two year terms. They may be appointed for additional terms.

SECTION 4. TERMINATION OF MEMBERSHIP

Membership may terminate for any member who is absent from three regularly scheduled consecutive meetings. The council may suspend or expel a member by a 2/3 vote for just cause.

SECTION 5. RESIGNATION

Any member may resign by filing a written resignation with the chairperson.

SECTION 6. VACANCY

Any vacancy on the council shall be filled by appointment, with recommendations from the council.

ARTICLE II

OFFICERS

SECTION 1. OFFICERS

The officers of the advisory council shall be:

a. Chairperson
b. Vice Chairperson
c. Secretary

SECTION 2. ELECTION AND TERM OF OFFICE

The chairperson shall be elected by the advisory council and shall serve for one year. The person shall be a non-school person.

SECTION 3. REMOVAL

Any officer elected or appointed may be removed by a 2/3 vote if the removal thereby would serve the best interests of this council.

SECTION 4. VACANCY

A vacancy in any advisory council office may be filled by an election at the next council meeting.

SECTION 5. CHAIRPERSON

a. Chairperson shall preside at all meetings of the advisory council. (In the event of his/her absence, the vice-chairperson shall preside.)

b. Works closely with the school liaison member.

c. Appoints sub-committees.

d. Represents the advisory council in other groups.

e. Sets meeting agendas.

SECTION 6. VICE CHAIRPERSON

a. Vice-chairperson shall assist the chairperson in assigned duties and substitute for the chairperson during his/her absence.

b. Vice-chairperson shall be the school liaison member.

c. Provides statistical or descriptive information about the school.

d. Prepares and disseminates progress reports.

e. Assists chairperson in preparing agenda.

SECTION 7. SECRETARY

a. The secretary shall be the secretary to the school liaison member.

b. Prepares, keeps and disseminates minutes of all meetings.

c. Serves as the social correspondent for the council.

d. Notifies members of time and place of meetings.

ARTICLE III

COMMITTEES

SECTION 1. STANDING AND SPECIAL COMMITTEES

The advisory council may establish and abolish such standing and special committees as it deems necessary.

SECTION 2. MEMBERSHIP

a. Chairperson shall appoint committee chairpersons from the membership.

b. Additional community representatives may be selected to serve on special committees.

SECTION 3. DURATION OF COMMITTEES

The duration of committees shall be as deemed necessary.

SECTION 4. RULES

Committee rules should be consistent with the bylaws of the advisory committee.

SECTION 5. FINDINGS AND REPORTS

Committee findings and reports will be presented to the general advisory council.

ARTICLE IV

MEETINGS OF ADVISORY COUNCIL

SECTION 1. REGULAR MEETINGS

The council will hold regularly scheduled monthly meetings during the school year.

SECTION 2. SPECIAL MEETINGS

Special meetings may be called by the chairperson or by a majority of the advisory council members.

SECTION 3. PLACE OF MEETING

The advisory council shall normally hold its regular meetings at a location to be decided by the council.

SECTION 4. NOTICE OF MEETINGS

It is the responsibility of the chairperson to see that all members receive a notice of all meetings as provided in Article II, Section 7.

It is the responsibility of the committee chairperson to notify committee members of special meetings.

SECTION 5. DECISION OF ADVISORY COUNCIL

All decisions of the advisory council shall be made by a majority vote of the membership (provided a quorum is in attendance).

SECTION 6. QUORUM

Presence of a majority of the members shall constitute a quorum.

SECTION 7 CONDUCT OF MEETINGS

All meetings of the advisory council shall be conducted in accordance with Robert's Rules or Order (or in accordance with an appropriate adaptation thereof).

SECTION 8. MEETINGS

AMENDMENTS

These bylaws may be amended at any time by a two-thirds affirmative vote of the members present following reading of the amendment at the previous meeting.

Yakima School District Counseling & Guidance Evaluation Model

Running head: EVALUATION INFRASTRUCTURE

Building evaluation infrastructure for a local school district guidance and counseling

Michael S. Trevisan

Washington State University

Michael Hubert

Yakima School District

Paper presented at the annual meeting of the American Evaluation Association, Orlando, Florida, November, 1999

Abstract

Recent developments in K-12 school guidance and counseling argue for the establishment of comprehensive, developmental, counseling and guidance programs (CDCG) as the most effective means of organizing school counselor work. CDCG programs are proactive service delivery models designed to foster attainment of developmentally appropriate skills and competencies in support of higher academic student achievement.

Several states now mandate the development of CDCG programs as part of education reform initiatives. Program evaluation is a critical element of CDCG program support, particularly the dual goals of program improvement and accountability. Development of CDCG evaluation however, is a relatively new endeavor.

This paper documents the development of CDCG program evaluation infrastructure in a local school district in Washington state. The paper addresses the development of specific evaluation components central to CDCG program evaluation, evaluation training for school counseling staff, instrument development and pilot testing, and stakeholder issues encountered in the development process.

Overview

For the last two and one half decades Gysbers and others have articulated the need to develop school guidance programs responsive to formally identified developmental needs of all students in the school community (see Gysbers & Henderson, 1994). Rather than solely reactive in nature, the type of program advocated for is planned, proactive, informed by data and provides developmentally appropriate education for students in the school. This program, know as a Comprehensive, Developmental, Counseling and guidance program (CDCG), is now being implemented in many states (Sink & McDonald, 1998), in an attempt to properly serve the students, parents, teachers and administrators in schools and districts.

For the past few years, Yakima School District in Washington state has worked towards the implementation of CDCG programming. Features implemented to date include a needs assessment to inform the school board, levy committee and other key decision makers regarding critical social and counseling needs in the district and the importance of the counseling and guidance program for meeting those needs. An advisory committee has also been established and is an active component of the emerging CDCG program in the school district.

A key feature of CDCG programs is the importance for continuous program evaluation. The developmental, competency-based nature of the program, naturally extends to program evaluation for providing necessary feedback as to whether students are meeting expectations, whether expectations are appropriate and where the priority needs are relative to the developmental continuum (Borders & Drury, 1992; Gysbers, Hughey, Starr & Lapan, 1992) . In addition, program evaluation provides critical accountability information to important stakeholders (Trevisan, 1999).

In the spring of 1997, Yakima School District contracted with the Assessment and Evaluation Center (AEC) at Washington State University to provide technical assistance to develop program evaluation capacity within the counseling and guidance staff, lending support to the CDCG program. This three year contract was intiated shortly before the counseling and guidance community in Washington state developed benchmarks in the social, career and educational domains at grades four, seven and ten. As part of the response from the counseling and guidance community to HB 1209, the legislation mandating the education reform in the state, these benchmarks provide the guideposts for students as they journey through the school system, learning sound social, career and education competencies to help them become healthy, productive students and citizens. The state has also provided some guidance in the form of brief documents for the development of CDCG programs.

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1997 - 1998 Activities

After initial meetings to align district guidance counseling expectations with those of the state, a strong concensus was developed to conduct a workshop on program evaluation and its role within a CDCG program. The workshop was to ensure that all staff were consonant with their understand of these topics and provide a forum for staff to discuss, debate the role of evaluation and how this might impact their workload and job responsibilities.

Approximately 26 staff members attended the initial evaluation training. The workshop contrasted traditional counseling programs with CDCG programs, identified standards for quality program evaluation through facilitated staff input and identified users and uses of program evaluation data. The workshop became the formal beginning of the program evaluation infrastructure development via technical assistance by the AEC.

Two additional meetings were conducted which began and continued the task of developing end-of-year expectations for each grade level and domain. These were developed and aligned with the benchmarks provided by the state. School counselors worked with one another to develop continuums which form the basis for core programming.

The final task of the year was to begin the process of developing program evaluation instruments and protocols. Developing needs assessment instruments in response to the developmental curriculum was the logical first step. A mini-workshop on developing needs aassessment instruments was provided. Staff worked in domain groups across grade levels to develop items. The needs assessment documents were piloted with a small sample of students, parents and teachers. Subsequent revisions were made as appropirate.

1998 - 1999 Evaluation Development Activities

The 1998-99 school year marked the second year Washington State University (WSU) provided technical assistance to the Yakima School District guidance and counseling program. The second year marked further development of the evaluation infrastructure needed to support a Comprehensive, Developmental, Counseling and Guidance (CDCG) program advocated by Gysbers and Henderson (1994).

The beginning of the 1998-99 academic year was marked by a levy failure during the previous spring. As a consequence, the moral was low and staff had been reduced. Nevertheless, the year was productive, with a good portion of the evaluation requirements for CDCG programs in operational form.

1998-99 Activities

Six meetings were held with the Yakima School District counselors to continue building the evaluation components. These activities started in September, 1998 and were completed in June, 1999.

The meetings were designed to review activities, conduct professional development as needed and provide time for counselors to meet and work.

A challenge for the group effort was to be productive despite not all counselors attending every meeting. Often a different mix of counselors were present at any given time, making continuity difficult. In fact, a continual challenge for the counselors is to obtain approval from their principals for time away from the building for this work, given the high need to be present at the building.

Two components of the evaluation which were the focus for the year were the needs assessments for the competency-based portion of the CDCG program and the development of key stakeholder feedback evaluation instruments.

During the 1997-98 school year, the CDCG program developed curriculum Careers, Social-Emotional and Education program components, aligned with the benchmarks established by Washington state. In turn, this allowed the development of needs assessment documents directly linked to the curriculum.

The idea with the needs assessment is to administer the instruments early in the year, determine where high needs are and develop and implement programs targeting the needs, as recommended by Gysbers and Henderson (1994) and Washington state. To this end, counselors in partnership with WSU developed needs assessments for: (a) all aforementioned program components; (b) elementary, middle and high school; and (c) parents, teachers and students. In this way, feedback from major stakeholders is obtained, assuring a comprehensive needs assessment component. In addition, Spanish versions were also obtained and used as needed

The typical work schedule included the development of draft needs assessment instruments under the facilitation of WSU. WSU would then key-in the documents and produce copies for review by staff at a subsequent meeting and camera-ready copies when ready for administration. In turn, counselors administered, collected and sent the instruments to WSU for analysis. The instruments were piloted. Thus, it was the

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instruments and the process which were being tested. Pilot tested instruments now exist for all stakeholders and subjects.

The second focus for the evaluation activities during the year was the development of evaluation instruments and protocols which could be used to obtain feedback from major stakeholders on various aspects of the CDCG program. This entailed the development of interview protocols or questionnaires.

A similar process was used for these instruments as was used for the needs assessment documents. That is, WSU facilitated the development of draft instruments, keyed-in documents for review and produced camera-ready copies.

Planned 1999-2000 Activities

The 1999-2000 marks the last year of the partnership between WSU and the counselors of Yakima School District. Thus, a critical outcome for the year is to build the evaluation system so that the program is self-sufficient. To this end, tasks for the year are:

- finish developing all aspects of the evaluation system
- fully administer all aspects of the evaluation, conduct analysis, report results
- develop ways to institutionalize the process

Lessons Learned

Much has been written to justify the CDCG program. Statewide implementation of CDCG programs has also been documented (Gysbers, Lapan & Blair, 1999; Sink & McDonald, 1998) as well as the evaluation of one state's efforts (Lapan, Gysbers & Sun, 1997). However, little in the way of implementing CDCG programs at the local, district level, particularly the evaluation component, is available in the literature. Thus, based on our experiences implementing the program evaluation component of a CDCG program, some "lessons learned" are offered. It is hoped that others implementing the evaluation component at the local level will be assisted by our experiences.

1. Evaluation training. Most school counselors do not receive program evaluation training during their pre-service experiences. This was evident in Yakima School District with a veteran school counseling staff. Fundamentals of evaluation suchas purposes, connecting evaluation protocols with data collection needs and interpreting the results should all be part of the training. Moreoever, contrasting evaluation with research may be needed. Confounding evaluation and research has been cited in the literature as a reason why evaluation is conducted more by practicing school counselors and was a problem in the district.

2. Buy-in from building principals. School counselors needed to leave their building periodically to conduct the evaluation planning and development activities. To do this, approval from their supervisor, usually the building principal, is needed. Often, principals were reluctant to allow counselors to leave the building, particularly when their is a high student to counselor ratio as is the case in most schools in Yakima School District. Principals must be informed well before the project begins about the benefit of evaluating CDCG programs and the time requirement to conduct the development activities.

3. In-district leadership. An individual must take responsibility to develop the agenda, maintain communication, ensure individuals responsible for various tasks follow through and provide leadership to maintain the focus.

4. Long-term approach. Developing an evaluation infrastructure requires considerable time to do well and cannot be accomplished in a short time interval. A three-year timeline, as this project has used, may be an appropriate time interval to accomplish the evaluation development and institutionalize the process.

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